Dear Professor McKenny,

My abilities in written, oral, visual, and electronic communication have drastically improved and more closely resembles college level writing. Specifically, I will share my strengths coming into this semester, and my new strengths leaving the semester.

First, I want to discuss my strengths coming into the semester. I believe that I could understand and write proper context in almost any piece that I saw or created. In oral communication, I often could start strong and confident in my speeches. I think my visual communication started strong, as I was taught by a great teacher in high school to not kill my audience with boring presentations. Fortunately, I came into college with an understanding of credible sources. These skills acted as the foundation that enabled much needed growth in the WOVE modes.

For me, writing probably improved the most. I learned many new skills including drafting, utilizing feedback, and revision. First, having several drafts of piece became important. This was especially true for longer essays in which the revision process took longer. Secondly, feedback helped me improve my writing and see issues that I’d normally overlook. And thirdly, I’ve generally expanded my toolbox for revising essays. The newly revised summary of “Shooting Guns: It’s Rather Fun, actually” is a sufficient example to demonstrate my progress.

My electronic communication became scholarly. Instead of relying on popular sources, I found peer reviewed articles and even case law instead. These are more reliable because they were written in a scholarly or academic setting. Using these sources have increased the credibility and strength of my arguments. My essay on the brief overview of the history of the establishment clause utilized U.S. Supreme Court cases such as *Everson v. Board* as a source for constitutional law.

My process for creating content changed for the better as well. My process was awful before. Prior to this course, I only ever wrote one draft and rarely edited it. As we moved on to larger, more complex assignments, I found it necessary to have a plan. First, I would organize and structure my essays in an outline or in my imagination beforehand. Next, drafting by paragraph was helpful in reducing the overwhelming feeling of editing several pages at once. Finally, I would consult peers for feedback and conduct a final revision of my piece. This would result in work that I could be proud of. This process was essential in getting my highest grade in an assignment, 90%, on assignment five.

In conclusion, I have expanded on my old skillset and learned communicate better through all modes of communication. These skills included a better research, drafting, and revision process. I’ve been given the tools to recognize better writing conventions involving wording and passive voice and have properly applied this to all my works as I learned them. Hopefully, you can agree with the progress I think I’ve made.

Thank you for being a patient and effective teacher,

Charles Yang